



Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Our pupil premium strategy is underpinned by our Vision and Values, to ensure that each and every child achieves to the best of their ability and is provided with a rich curriculum and wide range of opportunities, in turn enabling all pupils and adults to flourish.

School Overview

Detail	Data
School name	Townfield Primary School
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers 2022-2026	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local Academy Councillors
Pupil premium lead	Anna Parry
Governor / Trustee lead	Debbi Jeffry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,068
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,068

Part A: Pupil premium strategy plan

Statement of intent

At Townfield, we believe firmly that our vision 'Each and Every Child achieves their full potential' sits at the heart of our Pupil Premium and Recovery Fund spending.

When writing our statement we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Our main objectives are to ensure that:

- early identification of need is robust
- high-quality teaching and learning is the most important factor in ensuring each and every child achieves
- the progress of disadvantaged pupils has a high profile in school

Strategies - The following strategies we use are:

- **Identifying Need** Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.
- **Identifying barriers to Learning** We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Challenges

This table details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
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number	
1	<ul style="list-style-type: none"> ● Our attendance data over the last year indicates that attendance for disadvantaged pupils was 94.81% compared to 96.1% for our not disadvantaged. ● In the last 12 months 11.4% of our disadvantaged children were persistently absent compared to 6.6% of our not disadvantaged children. ● Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	<ul style="list-style-type: none"> ● Our assessments and observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families, notably due to cost of living and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. ● Staff, parent and pupil self referrals for pastoral support remain high. 54 pupils (all of whom are disadvantaged) currently require additional support with social and emotional needs. SEMH is our second highest need on the SEND register with 39.4 % of children receiving SEMH support.
3	<ul style="list-style-type: none"> ● Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<ul style="list-style-type: none"> ● Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

5	<ul style="list-style-type: none"> Assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils particularly in KS2 attainment and GLD. <p>57.1% of disadvantaged achieved GLD compared to 77.8% of not disadvantaged.</p> <p>91% of disadvantaged achieved PSC. 98% of not disadvantaged achieved the PSC.</p> <p>28% of disadvantaged achieved MTC compared to 78% of non disadvantaged.</p> <p>KS2 SATs: RWM: 50% compared to 74.5% of not disadvantaged</p> <p>R: 50% compared to 86% of not disadvantaged</p> <p>W: 58% compared to 81.8% of not disadvantaged</p> <p>M: 50% compared to 87.3% of not disadvantaged</p> <p>SPaG: 50% compared to 89.1% of not disadvantaged</p> <ul style="list-style-type: none"> On entry to Reception, 50-75% of our disadvantaged pupils arrive below age-related expectations compared to 26% of other pupils. This gap remains steady to the end of KS2.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes in early reading and phonics	% PP children at ARE will be at least national 95% or above
Increase in overall attainment in Reading at end of KS2	% PP children at ARE will be at least national 75% or above
Increase in overall attainment in Writing at end of KS2	% PP children at ARE will be at least national 75% or above
Increase in overall attainment in Maths at end of KS2	% PP children at ARE will be at least national 75% or above
Increase in overall attainment of RWM (combined measure) at end of KS2	% PP children at ARE will be at least national 65% or above
Emotional well-being and behaviour support of pupils and families	Children demonstrate increasing resilience Children settle quickly into school / lessons and disruptions are a rarity Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention
Increased rates of attendance and punctuality	Overall attendance in line with NA (NA currently 96%) Gap between disadvantaged and others does not widen (currently approx. 1.3%) PA for all

	pupils remains broadly in line with NA and gap between disadvantaged and others continues to fall - currently .
Increased confidence and opportunity to develop Oracy and Spoken Language skills.	Children will have had more opportunities to develop Oracy and Spoken Language skills through the curriculum and other enrichment opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£52,604**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our central disadvantaged activity focuses on enhancing Quality First Teaching through the development and consistent application of our 'Front Foot Teaching' approach, codified in the Pedagogy Playbook. This will be sustained by embedding a model of professional coaching, ensuring teachers receive adequate release time for high-quality feedback and practice, setting clear targets based on identified needs, and continuously monitoring pupil progress. Furthermore, we will strategically embed metacognitive principles into practice and use EEF guidance to train Support Staff, ensuring all adults maximise pupil outcomes and accelerate the attainment of our disadvantaged pupils.</p> <p>The flourishing framework and external monitoring from leads across the Trust and our SIP will also provide support.</p>	<p>The EEF toolkit outlines that feedback adds 6 months progress. Metacognitive strategies 7 months and an increase in attainment.</p>	3,4,5
<p>We are committed to strategically developing our subject Leaders to ensure our curriculum is ambitious, coherent, and meets the needs of all learners, including those who are disadvantaged. Our core strategy centers on enhancing subject knowledge and refining pedagogical approaches across school. Senior leaders in school work closely with subject Leaders,</p>	<p>Curriculum knowledge will mean teaching is strong. Subject leaders will know about the impact on disadvantaged pupils through clear monitoring. All pupils including those who are disadvantaged will receive</p>	3,4,5

<p>providing close monitoring, challenge, and support in developing their respective subjects. This partnership is vital for ensuring consistency and quality across the curriculum. We continue to invest in our subject leaders by providing opportunities for them to be released from class commitments to support colleagues, thereby raising the standard of high-quality first teaching school-wide. Furthermore, to support consistency in teaching practice, we are embedding our school pedagogy programme focused on effective, evidence-based instructional strategies that will benefit every pupil. Subject Leaders, alongside the SENCO, will attend dedicated time for curriculum planning and development for their subjects, ensuring inclusive practices are embedded from the outset. Our commitment to continuous professional development is further shown by leaders completing NPQ programmes to enhance strategic leadership capacity across the school.</p>	<p>quality first teaching through the development of pedagogy in school.</p>	
<p>Through using a DfE approved Phonics Scheme RWI, leaders and teachers will continue to prioritise early reading teaching so that all children leave KS1 as competent readers. Last year, disadvantaged children achieved higher than non-disadvantaged children in their phonics screening check results.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4,5</p>
<p>We recognise the crucial role of targeted support in narrowing the attainment gap for our disadvantaged students. To this end, our Pupil Premium strategy allocates funding for a specialist teacher who works in the school for two days each week. This dedicated professional provides high-impact, focused intervention across the core subjects of reading, writing, and mathematics.</p>	<p>Specialised, small-group or one-to-one instruction, this resource ensures that our disadvantaged pupils receive the precise support they need to accelerate their learning and achieve parity with their non-disadvantaged peers in key academic areas</p>	<p>3,4,5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46, 934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm - The Wellcomm Intervention is a programme for children in Early Years. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions.</p> <p>TA salary 2 days 10,000</p> <p>SALT intervention-School has an SLA (Bought in Salt Service) with Wirral NHS SALT service. The service provides assessment and therapy.</p> <p>SALT £4434</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>RWI 1:1 (fast-track tutoring) Children who are behind age related expectations will have targeted reading interventions to improve Reading ability. The progress will be monitored during each session.</p> <p>TA x 1 salary 25,000</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	3,4
<p>Orrefts Meadow 1:1 literacy tuition using proven, structured, multi-sensory programmes to help overcome specific learning barriers (consistent with best practice for Dyslexia)</p> <p>£7,500</p>	<p>The structured, explicit, and systematic nature of the intervention leads to measurable improvement in decoding (reading words) and encoding (spelling words). Evidence suggests these interventions are particularly effective at improving foundational code-based reading skills.</p>	4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,530

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>The Attendance Lead and officers, working in tandem with the Local Authority will be utilised to ensure that children are in school and that PAs are supported, through the support, support, challenge model, attendance is tracked and children are in school everyday.</p> <p>TA attendance lead £5,100</p>	<p>Research shows that children need to be in everyday to achieve, this will also support with emotional wellbeing.</p>	<p>1,2</p>
<p>The Pastoral Lead will work with families to improve wellbeing and increase parental engagement. They will support emotional wellbeing, meetings, workshops and ensure that parents have the support they need to help their children.</p> <p>Pastoral salary £15,000</p>	<p>The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1,2,3</p>
<p>The Pastoral Lead will work with children in a targeted way through targeted interventions to improve emotional wellbeing so children are able to learn and achieve.</p>	<p>Social emotional wellbeing support increases children's attainment due to being ready to learn.</p>	<p>1,2,3,4,5</p>
<p>Access to free breakfast club</p> <p>TA x 5 hours £2430</p>	<p>Pupils have improved attendance and punctuality, improved concentration, a smooth transition to the school day and develop healthy eating habits.</p>	<p>1,2</p>
<p>Free after school clubs</p> <p>TA salary 5 hours per week £6,000</p>	<p>Pupils have increased access to enrichment, exposure to new skills and interests and an opportunity to develop social networks.</p>	<p>1,2</p>

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	2024/2025 Attendance:	2025/2026 Attendance to date:
Disadvantaged:	96%	96.2%
Non disadvantaged:	School: 93.2%	School: 93.3%

The % of Disadvantaged pupils passing the following statutory assessments is :

The GLD for disadvantaged is above national disadvantaged (57% and 51.5%)

The % of disadvantaged children who achieved the phonics screening check is above national - 91% compared to national which was 67%

The % of disadvantaged who achieved KS2 - RWM combined was 50% compared to the national which was 47%

The work of the Pastoral Lead is having a positive impact on families and children, targeted interventions have shown impact and parent workshops and nurture groups have been positively received.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Orrets Meadow dyslexia support	Oretts Meadow
RWI Development Programme	RWInc

Useful links:

[Teaching and Learning Toolkit | EEF](#)
[Home Recovery premium funding](#)

[Using pupil premium: guidance for school leaders](#)
[Home Pupil premium](#)